

RONALD E MCNAIR MIDDLE

P O Box 1209

Lake City, South Carolina 29560

GRADES 6-8 Middle School

ENROLLMENT 500 Students

PRINCIPAL David Scurry 843-374-8651

SUPERINTENDENT Mrs. Beth M. Wright 843-374-8652

BOARD CHAIR Richard Cook 843-394-8043

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	34	11

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No

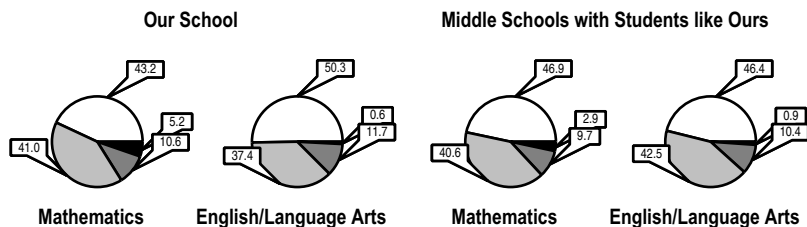
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	490	99.4	49.7	37.4	11.9	1.1	19.7	Yes	Yes
Gender									
Male	250	98.8	59.6	31.1	8.9	0.4	14.5		
Female	240	100.0	39.5	43.9	14.9	1.8	25.0		
Racial/Ethnic Group									
White	169	100.0	31.4	46.5	20.8	1.3	32.1	Yes	Yes
African-American	318	99.1	59.5	32.2	7.3	1.0	13.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	383	100.0	41.0	43.2	15.0	0.8	24.1		
Disabled	107	97.2	80.4	16.7	1.0	2.0	3.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	490	99.4	49.7	37.4	11.9	1.1	19.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	490	99.4	49.7	37.4	11.9	1.1	19.7		
Socio-Economic Status									
Subsidized meals	426	99.3	54.0	36.6	8.7	0.7	15.7	No	Yes
Full-pay meals	62	100.0	21.3	42.6	32.8	3.3	45.9		

Mathematics - State Performance Objective = 15.5%									
All Students	490	99.4	42.5	41.0	10.6	5.8	27.0	Yes	Yes
Gender									
Male	250	98.8	50.6	34.9	8.5	6.0	22.6		
Female	240	100.0	34.2	47.4	12.7	5.7	31.6		
Racial/Ethnic Group									
White	169	100.0	28.9	42.8	17.0	11.3	44.0	Yes	Yes
African American	318	99.1	49.5	40.5	7.0	3.0	17.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	383	100.0	33.5	46.5	13.6	6.4	32.7		
Disabled	107	97.2	74.5	21.6	0.0	3.9	6.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	490	99.4	42.5	41.0	10.6	5.8	27.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	490	99.4	42.5	41.0	10.6	5.8	27.0		
Socio-Economic Status									
Subsidized meals	426	99.3	45.3	42.0	8.5	4.2	22.6	Yes	Yes
Full-pay meals	62	100.0	24.6	34.4	24.6	16.4	55.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	195	99.5	49.7	39.1	8.4	2.8	11.2
	Grade 7	160	99.4	46.0	42.7	11.3	N/A	11.3
	Grade 8	184	98.4	50.9	40.6	8.0	0.6	8.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	158	100.0	59.5	26.6	12.7	1.3	13.9
	Grade 7	182	100.0	47.3	40.7	11.5	0.5	12.1
	Grade 8	150	98.0	42.9	46.3	10.9	N/A	10.9

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	195	100.0	36.3	43.6	14.5	5.6	20.1
	Grade 7	160	100.0	53.6	33.1	9.3	4.0	13.2
	Grade 8	184	100.0	45.2	42.4	10.7	1.7	12.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	158	100.0	32.9	41.8	15.8	9.5	25.3
	Grade 7	182	100.0	48.4	39.6	9.3	2.7	12.1
	Grade 8	150	98.0	48.3	40.8	7.5	3.4	10.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 500)				
Students enrolled in high school credit courses (grades 7 & 8)	11.7%	Up from 6.1%	9.0%	14.6%
Retention rate	4.4%	N/A	4.5%	3.0%
Attendance rate	94.8%	Up from 94.3%	95.1%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		8.1%	5.3%
Eligible for gifted and talented	11.0%	Up from 9.4%	6.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.8%	Down from 24.2%	15.1%	13.9%
Older than usual for grade	5.8%	Down from 15.1%	7.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Down from 4.2%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	23.5%	Down from 38.5%	47.8%	48.7%
Continuing contract teachers	55.9%	Down from 61.5%	71.6%	81.7%
Highly qualified teachers**	86.7%	N/A	88.1%	90.4%
Teachers with emergency or provisional certificates	28.6%		11.3%	5.3%
Teachers returning from previous year	69.1%	Down from 79.0%	77.0%	85.1%
Teacher attendance rate	92.8%	No change	94.4%	94.8%
Average teacher salary	\$34,385	Down 8.5%	\$38,739	\$40,566
Prof. development days/teacher	9.7 days	Down from 18.0 days	11.5 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.3
Student-teacher ratio in core subjects	18.7 to 1	Down from 33.6 to 1	18.6 to 1	21.3 to 1
Prime instructional time	86.4%	Up from 85.6%	87.5%	89.3%
Dollars spent per pupil*	\$6,485	Up 27.2%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	58.2%	Down from 59.0%	60.0%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	79.6%	Down from 98.4%	87.4%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	90.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ronald E. McNair Middle School (REMMS) offers sixth, seventh, and eighth grade students a supportive environment that promotes academic achievement. The 2003-2004 school year saw REMMS become a middle school whose mission is to prepare students for challenging academic work in high school.

To this end, teachers and students worked on standards-based lessons with real-world connections. Field trips along with classroom instruction made the connections meaningful. Each team took field trips that emphasized South Carolina's curriculum standards. Trips to Camp Greenville and Camp Bob Cooper focused on math, science, and technology standards through hands-on activities. Academic enrichment opportunities were expanded with the 15 member Clemson University Biology Merit Team and the Dr. Ronald E. McNair Writing Contest.

For those students who needed additional academic assistance, REMMS provided faculty tutoring during team planning, the computer-based PLATO Lab, and a yearlong after-school program that focused on language-arts and math standards.

In order to develop more effective lessons, teachers worked on pacing guides, attended both state and national Middle School Association Conferences and participated in staff development sessions on classroom management, learning, parent involvement, and teaching tools for working with middle school students.

The focus at REMMS for the 2004-05 school year is on grade level teaming of students and on preparation for success in high school. Students will be assigned to a team of math, science, language arts, and social studies teachers in order to provide stability and to establish connections among the different subjects. All 8th grade students will be enrolled in pre-algebra or algebra, with extra assistance with mathematics skills being provided for those who may need it. REMMS will continue the partnership with NASA and its representatives who teach space science lessons to teachers and students. Ronald E. McNair Middle School's students, parents, faculty, staff, and administration are committed to making REMMS a friendly, supportive, academic haven for ALL students to achieve.

David Scurry, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	127	52
Percent satisfied with learning environment	76.5%	61.1%	75.5%
Percent satisfied with social and physical environment	87.5%	69.4%	82.0%
Percent satisfied with home-school relations	45.5%	84.8%	70.0%

*Only students at the highest middle school grade level at this school and their parents were included.